

2012 – 2013

**Arkansas Department of Career Education
Model Framework**

Course Title: Culinary Arts II

Career Cluster: Hospitality & Tourism

Course Number	493270
Credit	1
CIP Number	120500
Grade Level	10-12
Prerequisite	None
Course Type	Core
Teacher Certification	090 Family & Consumer Science 091 Vocational Home Economics 215 Family & Consumer Science 580 Culinary Arts & Chef Preparation 598 Food Production, Management & Services
CTSO	FCCLA
Facility Requirements	http://arkansasfacilities.arkansas.gov/SchoolFacManual.aspx
Industry Certifications	http://www.servsafe.com/home http://arhospitality.org/education-training/online-food-handlers-course/

Course Description

Culinary Arts II is a year course designed to expand students' knowledge in the culinary arts profession. Emphasis in this course is given to the study of sauces, garde-manger, advanced meat preparation, advanced poultry preparation, fish and shellfish, candy making, chocolate, advanced baking and pastries, plating, presentation and garnishing, and career opportunities. Upon completion of this course, students should have attained basic skills needed for employment in the food service industry or further education in the culinary arts.

Program Structure

Laboratory Activities

Special Notes

Career and Technical Student Organization (CTSO) Family, Career and Community Leaders of America

<i>Standard 1.0 Develop and demonstrate knowledge of a variety of sauces</i>				
Performance Indicator 1.1 Demonstrate knowledge of hot sauces	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
1.1.1 Review understanding of a roux and how they are made	<ul style="list-style-type: none"> • Prepare and Critique the various types of roux and understand their use as a thickening agent • 	SL 11-12.1		
1.1.2 Formulate understanding of Mother Sauces	<ul style="list-style-type: none"> • List and discuss the types of ingredients used in making sauces • Identify the five basic types of sauces • Prepare each of the mother sauces <ul style="list-style-type: none"> - Bechamel - Veloute - Hollandaise - Espagnole - Tomato 	SL 11-12.4 R 11-12.3	HTRFB8 CRP2	FSDN 9.3
1.1.3 Differentiate variations of the Mother Sauces	<ul style="list-style-type: none"> • Identify and prepare a variation of each of the mother sauces : Bearnaise, cream sauce 	SL11-12.1 R 11-12.3	CRP2	FSDN 9.3
1.1.4 Apprise the importance of stock in sauces	<ul style="list-style-type: none"> • Analyze how stock can undergo reduction for demiglace 	SL 11-12.1	CRP2	FSDN 9.2 FSDN 9.3
Performance Indicator 1.2 Develop an understanding of cold sauces	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
1.2.1 Compare different types of cold sauces	Determine logical uses for certain cold sauces and their appropriate application	SL 11-12.4	CRP6	
1.2.3 Prepare a variety of cold sauces and use them in a dish	<ul style="list-style-type: none"> • Create various cold sauces using recipes for: coulis, salsa 	SL 11-12.6	CRP6	FSDN 9.3

1.2.4 Create proper emulsification for sauces	<ul style="list-style-type: none"> Develop proper technique using the emulsification process for formulating emulsified sauces: <ul style="list-style-type: none"> - buerre blanc - beurre manie - beurre rouge 	SL 11-12.1 R 11-12.3 L 11-12.6	CRP2	FSDN 9.3
Standard 2.0 Identify the duties of the Garde-Manger and practice areas of food preparation				
Performance Indicator 2.1 Identify the three primary sandwich components	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
2.1.1 Summarize criteria for selecting breads	<ul style="list-style-type: none"> Compare different qualities of bread and how to appropriately choose type for sandwich 	R 11-12.2	Click here to enter text.	FSDN 9.2 FSDN 9.3
2.1.2 Differentiate among types of spreads and fillings	<ul style="list-style-type: none"> Compare and contrast various fillings and spreads that are used in sandwich making 	SL 11-12.1 SL 11-12.4	Click here to enter text.	FSDN 9.2 FSDN 9.3
Performance Indicator 2.2 Identify accompaniments for cold sandwiches	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
2.2.1 Construct a list of food items which are appropriate sandwich accompaniments	<ul style="list-style-type: none"> Create a chart of various sandwiches and the generally accepted accompaniment for certain sandwiches 	SL 11-12.4	CRP4	
Performance Indicator 2.4 Describe quality sandwich preparation	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
2.4.2 Establish techniques for sandwich mise en place (MEP)	<ul style="list-style-type: none"> Design the layout of MEP for sandwich prep 	SL 11-12.4	HTRFB8	

2.5.1 Create sandwiches for the class using a variety of breads, spreads and fillings	<ul style="list-style-type: none"> Prepare sandwiches using a variety of breads, spreads and fillings such as: Tea Sandwich, Wrap Sandwich, BLT, French Dip, Gyro, Patty Melt, Rueben 	R 11-12.3 L 11-12.4	HTRFB8 CRP2	FSDN 9.3
Standard 3.0 Identify and practice areas in advanced meat preparation				
Performance Indicator 3.1 Review basic meat cookery	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
3.1.1 Critique basic meat cookery	<ul style="list-style-type: none"> Assess various types of meat cookery involving moist and dry methods 	SL 11-12.4	CRP2	FSDN 9.2 FSDN 9.3
Performance Indicator 3.2 Identify cuts of beef	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
3.2.1 Share knowledge of beef cuts	<ul style="list-style-type: none"> Connect beef cuts and their origin from the animal diagram 	SL 11-12.4	CRP2	
Performance Indicator 3.3 Assess various techniques and methods of beef preparation	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
3.3.1 Applying knowledge of meat cookery	<ul style="list-style-type: none"> Prepare various cuts of beef using both dry and moist cooking methods 	R 11-12.3	CRP2	FSDN 9.3
Performance Indicator 3.4 Identify cuts of pork	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
3.4.1 Share knowledge of pork cuts	<ul style="list-style-type: none"> Determine pork cuts and their origination from the animal from diagram 	R 11-12.3 SL 11-12.4	CRP2	

Performance Indicator 3.5 Breakdown pork primal cut	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
3.5.1 Distinguish meat structure by trimming a pork loin into individual cuts	<ul style="list-style-type: none"> Differentiate various cuts from trimming a whole pork loin and identifying various structures such as silver skin and fat cap 	R 11-12.3 L 11-12.4	CRP2	FSDN 9.3
Performance Indicator 3.6 Classify various techniques and methods of pork preparation	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
3.6.1 Applying knowledge of cuts of pork and proper cooking methods	<ul style="list-style-type: none"> Prepare various cuts of pork using the appropriate cooking method 	R 11-12.3 SL 11-12.1	CRP2	FSDN 9.3
Standard 4.0 Identify and practice areas in advanced poultry preparation				
Performance Indicator 4.1 Identify basic poultry cuts	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
4.1.1 Apply knowledge of poultry cuts and how they differ with species	<ul style="list-style-type: none"> Demonstrate knowledge of poultry cuts as prescribed by industry standards 	SL 11-12.1 SL 11-12.4	CRP2	
Performance Indicator 4.2 Cut up whole chicken	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
4.2.1 Fabricate chicken parts for cooking by sectioning and deboning	<ul style="list-style-type: none"> Prepare chicken parts for cooking by sectioning and deboning 	R 11-12.3	CRP2	FSDN 9.3

Performance Indicator 4.3 Assess various techniques and methods of chicken preparation	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
4.3.1 Assess the preparation of various cuts of chicken using advanced cooking techniques	<ul style="list-style-type: none"> Prepare chicken using advanced methods such as sautéed breast or braised leg quarter 	R 11-12.3	CRP2	FSDN 9.3
Standard 5.0 Identify and practice areas in advanced fish and shellfish preparation				
Performance Indicator 5.1 Understand the structure and composition of fish and shellfish	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
5.1.1 Classify various types of fish and shellfish	<ul style="list-style-type: none"> Formulate chart of fish and shellfish by category: fish, round fish, flat fish, mollusks, univalve, bivalves, cephalopods, and crustaceans 	SL 11-12.4 L 11-12.4	CRP4 HTRFB10	
Performance Indicator 5.2 Identify proper purchasing techniques for fish according to various needs	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
5.2.1 Investigate information to consider when selecting a fish or shellfish for purchase	<ul style="list-style-type: none"> Determine factors for choosing seafood for freshness 	SL 11-12.1	HTRFB2	

Performance Indicator 5.3 Analyze various ways to cook fish and shellfish	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
5.3.1 Critique a variety of cooking methods involving fish	<ul style="list-style-type: none"> Practice a variety of cooking methods involving fish such as steam, broil, bake, pan sauté, grilling 	R 11-12.3	CRP2	FSDN 9.3
5.3.2 Analyze ways to test doneness when cooking fish	<ul style="list-style-type: none"> During fish preparation, differentiate how to determine doneness of various fish 	SL 11-12.1 R 11-12.8	HTRFB2	FSDN 9.2
Performance Indicator 5.4 Determine ways to preserve and store fish and shellfish	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
5.4.1 Construct a fish entree using a fish fillet	<ul style="list-style-type: none"> Develop a class presentation using one method of preparing a fish fillet 	SL 11-12.1	CRP2	FSDN 9.3
Performance Indicator 5.6 Demonstrate preparing fish for serving	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
5.6.1 Discuss and Demonstrate a dish using fish including garnish	<ul style="list-style-type: none"> Plan a fish dish including garnish 	R 11-12.3	CRP2	FSDN 9.3
Performance Indicator 5.7 Demonstrate ways to prepare shellfish for cooking	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
5.8.1 Develop methods of preparing at least two types of shellfish	<ul style="list-style-type: none"> Practice preparation of shellfish for cooking: deveining, removing shells, picking meat from crab 	R 11-12.3	CRP2	FSDN 9.3

Standard 6.0 Identify and practice areas in advanced candy making preparation

Performance Indicator 6.1 Classify the types of sugars	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
6.1.1 Differentiate the types of sugars and their source	<ul style="list-style-type: none"> Research on internet various types of sugar and its production 	SL 11-12.5 L 11-12.6	CRP7	
Performance Indicator 6.2 Discuss the types of commercially available sugar products and their uses in making candy	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
6.2.1 Compare grades and granulations of commercially available sugar products	<ul style="list-style-type: none"> Create a chart describing the grades and granulations of commercially available sugar products 	SL 11-12.1 SL 11-12.4	CRP4	
Performance Indicator 6.3 Identify syrups, molasses, and honey and their use in candy making.	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
6.3.1 Investigate different sweeteners and their use	<ul style="list-style-type: none"> Manufacture the same cake using different sweeteners and analyze the changes in flavor, texture, and appearance 	R 11-12.3 R 11-12.9	CRP2 CRP8	FSDN 9.2 FSDN 9.3

Performance Indicator 6.4 Research the properties of sugars	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
6.4.1 Analyze various sugar properties in lab	<ul style="list-style-type: none"> Using current classroom technology, prepare a document discussing the following properties of sugars: solubility, melting point, inversion, crystallization, and flavor 	SL 11-12.5 L 11-12.4	HTRFB7	FSDN 9.5
Performance Indicator 6.5 Explain boiling point of sugar solutions	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
6.5.1 Cite evidence of boiling points and how humidity may affect them	<ul style="list-style-type: none"> Research via internet how boiling points affects outcome Discuss how humidity affects sugars 	R 11-12.7 R 11-12.8	CRP4 CRP7	Click here to enter text.
6.5.2 Compare sugar solutions at different temperatures representing various stages of concentration (thread, soft ball, firm ball)	<ul style="list-style-type: none"> Investigate outcomes of cooking sugar candies to various stages and cite evidence of the properties exhibited 	SL 11-12.1 SL 11-12.2	CRP4	FSDN 9.2 FSDN 9.3
Performance Indicator 6.6 Classify crystalline and non-crystalline candies	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
6.6.1 Classify fondant, fudge, brittles, caramels, taffy and syrup by temperature and type	<ul style="list-style-type: none"> Develop a chart classifying fondant, fudge, brittles, caramels, taffy and syrup by temperature and type 	SL 11-12.4	CRP4	

Standard 7.0 Identify and practice areas in advanced preparation of the different types of chocolates				
Performance Indicator 7.1 Describe the history and types of chocolate	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
7.1.1 Categorize the types of chocolate	<ul style="list-style-type: none"> Show examples of various chocolates and perform a tasting to illustrate the characteristics of chocolate using milk chocolate, semisweet, bittersweet, unsweetened and sweetened, cocoa powder 	L 11-12.6 SL 11-12.3	CRP4	FSDN 9.3
Performance Indicator 7.2 List equipment commonly used when working with chocolate	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
7.2.1 Recognize the types of equipment in a laboratory setting	<ul style="list-style-type: none"> Research the various types of machinery used in chocolate manufacturing like: conching, tempering 	SL 11-12.1 SL 11-12.2	HTRFB7 CRP11	
Performance Indicator 7.3 Compare the unique properties of chocolate	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
7.3.1 Analyze concerns with melting and cooking with chocolate	<ul style="list-style-type: none"> Explore improper storing of chocolate, i.e. chocolate bloom and track results of issues 	SL 11-12.4	Click here to enter text.	FMM 5.3 FPS 8.2 FSDN 9.2
7.3.2 Assess various methods of melting and tempering chocolate	<ul style="list-style-type: none"> Compare ways of melting chocolate in the microwave vs. double boiler to determine best method 	SL 11-12.4	CRP2	
Performance Indicator 7.4 Explain guidelines to follow when purchasing chocolate	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
7.4.1 Hypothesize how quality of chocolate will affect end product	<ul style="list-style-type: none"> Create product with various types of chocolate Research how types of chocolate affect candy making 	R 11-12.3 R 11-12.7	CRP6 CRP7	FSDN 9.3

Performance Indicator 7.5 Explore chocolate uses in molds, dipping, and as garnishes	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
7.6.1 Create chocolate candies as molded, dipped ,and garnishes	<ul style="list-style-type: none"> Use chocolate as a garnish in a mold or for dipping 	R 11-12.3	CRP2	FSDN 9.3
Standard 8.0 Identify and practice areas in advanced bakery and pastries preparation				
Performance Indicator 8.1 Review basic yeast dough preparation	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
8.1.1 Analyze the basic steps in creating yeast breads	<ul style="list-style-type: none"> Formulate different types of dough in accordance to bread manufacture 	R 11-12.3	CRP2	FSDN 9.3
Performance Indicator 8.2 Critique the advanced preparation of yeast dough	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
8.2. Critique products from basic bread dough recipes	<ul style="list-style-type: none"> Prepare a variety of products from basic bread dough recipes 	R 11-12.3	CRP2	FSDN 9.3
8.2.3 Critique Danish dough products	<ul style="list-style-type: none"> Prepare a variety of Danish dough products 	R 11-12.3	CRP2	FSDN 9.3
8.2.5 Critique sweet dough products	<ul style="list-style-type: none"> Prepare a variety of sweet dough products 	R 11-12.3	CRP2	FSDN 9.3
8.2.5 Critique croissant dough products	<ul style="list-style-type: none"> Prepare a variety of croissant dough products 	R 11-12.3	CRP2	FSDN 9.3

Performance Indicator 8.3 Critique the advanced preparation of quick breads	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
8.3.1 Critique products from basic quick bread batter	<ul style="list-style-type: none"> Prepare various types of quick bread for evaluation 	R 11-12.3 SL 11-12.1	CRP2	FSDN 9.3
Performance Indicator 8.4 Critique the advanced preparation of pastry dough	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
8.4.1 Critique pastry dough products	<ul style="list-style-type: none"> Prepare pastry dough such as pie crust and tart dough for evaluation 	R 11-12.3 SL 11-12.1	CRP2	FSDN 9.3
Performance Indicator 8.5 Critique the advanced preparation of fillings	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
8.5.1 Assess a variety of fillings	<ul style="list-style-type: none"> Evaluate the preparation and quality of various fillings 	SL 11-12.1 SL 11-12.4		FSDN 9.2 FSDN 9.3
Performance Indicator 8.6 Critique the advanced preparation of cakes	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
8.6.1 Create a variety of torts and cakes	<ul style="list-style-type: none"> Bake and prepare various torts and cakes and discuss qualities 	SL 11-12.4 R 11-12.3	CRP2	FSDN 9.2 FSDN 9.3
Performance Indicator 8.7 Critique the advanced preparation of frostings and toppings	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
8.7.1 Differentiate between frostings and toppings	<ul style="list-style-type: none"> Compare and contrast various frostings and toppings noting taste and texture using ganache and other frostings 	SL 11-12.1 R 11-12.9	CRP4	FSDN 9.2 FSDN 9.3

Performance Indicator 8.8 Critique the advanced preparation of cookies	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
8.8.1 Formulate various rolled and dropped cookies	<ul style="list-style-type: none"> Bake and compare types of cookies 	R 11-12.3 SL 11-12.1	CRP2	FSDN 9.3
Performance Indicator 8.9 Critique the preparation of pate a choux	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
8.9.1 Develop product made from pate a choux	<ul style="list-style-type: none"> Assess properties of pate a choux such as cream puffs and éclairs 	SL 11-12.1	HTRFB10	FSDN 9.2
Performance Indicator 8.10 Critique decorated cakes	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
8.10.1 Construct a variety of cakes using European and U.S. cake techniques	<ul style="list-style-type: none"> Evaluate different types of US and European cake methods 	SL 11-12.1 SL 11-12.4	HTRFB3	
Performance Indicator 8.11 Critique the preparation of frozen desserts	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
8.11.1 Construct a variety of frozen desserts	<ul style="list-style-type: none"> Utilize various methods to make frozen desserts like ice creams, sorbets, or gelato 	R 11-12.3	CRP2	FSDN 9.3

Standard 9.0 Demonstrate and explain basic principles for plating, presentation, and garnishing				
Performance Indicator 9.1 Identify common ingredients used in garnishing	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
9.1.1 Apprise various garnish names	<ul style="list-style-type: none"> Research via internet various types of garnishes 	SL 11-12.5	HTRFB7	
Performance Indicator 9.2 Demonstrate proper techniques for garnishing	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
9.2.1 Create a garnish for presentation	<ul style="list-style-type: none"> Create an appropriate edible garnish for prepared dish 	R 11-12.3	CRP6	FSDN 9.3
Performance Indicator 9.3 Explain basic principles of plate presentation	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
9.3.1 Design proper service and presentation for food service	<ul style="list-style-type: none"> Practice various plating techniques and designs 	R 11-12.3	CRP6	
9.3.2 Compare and contrast cutting and molding foods for visual appeal and creating garnishes	<ul style="list-style-type: none"> Applying various techniques of garnishing for cutting and molding foods for visual appeal 	SL 11-12.4	CRP2	FSDN 9.3

Performance Indicator 9.4 Understand the selection of service ware	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
9.4.1 Explore how bowls, plates and platters affect visual appeal of serving food	<ul style="list-style-type: none"> Utilize design elements for choosing plates, bowls and various service ware for food 	SL 11-12.4	CRP6	HTR 10.3
9.4.2 Classify specific types of serving pieces	<ul style="list-style-type: none"> Create a chart for using specific types of serving pieces 	SL 11-12.1	CRP4	HTR 10.3
Performance Indicator 9.5 Describe how to choose color, shape and texture of foods	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
9.5.1 Design plates with foods of varying color, shape and texture to create an attractive plate	<ul style="list-style-type: none"> Practice with foods of varying color, shape and texture to create an attractive plate 	R 11-12.3	CRP6	HTR 10.3
Performance Indicator 9.6 Identify proper food arrangements for plate composition	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
9.6.1 Investigate guidelines for arranging foods on a plate	<ul style="list-style-type: none"> Research various methods of arranging foods on plates 	R 11-12.8	CRP7	HTR 10.3

Performance Indicator 9.7 Demonstrate the similarities and differences between service styles	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
9.7.1 Compare and contrast the American, French, English, Russian and self-service styles	<ul style="list-style-type: none"> Describe aspects where these types of service occur and how they affect service 	SL 11-12.1 SL 11-12.3	HT3	HTR 10.3
Standard 10.0 Investigate and critique the variety of career opportunities in the area of Culinary Arts				
Performance Indicator 10.1 Describe personal qualities necessary for a career in culinary arts	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
10.1.1 Hypothesize the work characteristics needed in culinary fields	<ul style="list-style-type: none"> Guest speaker can present from field Job shadow in industry Research renowned chefs that made an impact on the industry 	SL 11-12.3	HT6 HTRFB9	FPS 8.1 FSDN 9.1
Performance Indicator 10.2 Identify skills employers look for in an employee	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
10.2.1 Explain qualities that employers look for in an employee	<ul style="list-style-type: none"> List desirable qualities that employers look for in an employee 	R 11-12.6	HTRFB9	FPS 8.1 FSDN 9.1

Performance Indicator 10.3 Analyze the impact career choices have on individual and family life	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
10.3.1 Critique case studies that explores the impact of career choices	<ul style="list-style-type: none"> View media or discuss case studies exploring the impact of career choices 	R 11-12.8	HTRFB9 HT6	
Performance Indicator 10.4 Explore sources of education and training in the culinary arts field	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
10.4.1 Compare various educational institutions and evaluating the degree offered, tuition, reputation, job placement and scholarships available	<ul style="list-style-type: none"> Research various institutions for information Guest speakers from institutions that present college information 	R 11-12.8 SL 11-12.3	HT6 HTRFB9	FPS 8.1 FSDN 9.1
Performance Indicator 10.5 Research various companies employing culinary arts professionals	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
10.5.1 Investigate companies employing culinary arts professionals.	<ul style="list-style-type: none"> Use the internet to research various companies employing culinary arts professionals. 	R 11-12.9		FPS 8.1 FSDN 9.1
10.5.2 Analyze salaries, fringe benefits, job openings of various companies	<ul style="list-style-type: none"> Determine salaries, fringe benefits, job openings of various companies using OOH (Occupational Outlook Handbook) 	R 11-12.9	HT6 HTRFB9	FPS 8.1 FSDN 9.1

Performance Indicator 10.7 Devise a career plan for a culinary arts career	Recommended Application/Activity	CCSS Standards	CCTC Standards	National FACS Standards
10.7.1 Create personal career goals and make decisions related to a future career	<ul style="list-style-type: none"> Develop personal career goals and make decisions related to a future career 	SL 11-12.4	CRP10	
10.7.2 Create a career plan in career portfolio	<ul style="list-style-type: none"> Document a career plan in career 	SL 11-12.4	CRP10	

Glossary

Standard 1.0 Develop and demonstrate knowledge of a variety of sauces

1. Béarnaise – variation of Hollandaise flavored with tarragon and shallots
2. Béchamel – roux thickened sauce with dairy addition
3. Beurre Blanc – butter sauce used for fish or vegetables
4. Beurre Maine – paste made from equal parts butter and flour kneaded together, used to thicken sauces
5. Beurre Rouge – emulsified butter sauce using red wine and butter for seafood
6. Cream Sauce – see béchamel
7. Demiglace – rich brown sauce, highly concentrated paste used as a base for sauce
8. Emulsification process – process by which generally unmixable liquids such as oil and water are forced into a uniform distribution
8. Espagnole – brown sauce with tomatoes and caramelized carrot, onion, and celery with Madeira
9. Hollandaise – emulsified mother sauce consisting of egg yolk, clarified butter, and lemon juice
10. Reduction – evaporating water from liquids by applying heat
11. Stock – flavorful liquid made from bones of various animals or vegetables, used as a base for soups and sauces
12. Tomato – mother sauce using tomato as base, such as marinara
13. Veloute – roux thickened sauce with stock addition

Standard 2.0 Identify the characteristic of the Garde-Manger and practice areas of food preparation

1. Gyro – a popular Greek fast food sandwich made up of a pita, rotisserie meat, vegetables, and tzatziki sauce
2. Patty Melt – sandwich with hamburger patty, sautéed onions, cheddar or Swiss cheese between two pieces of either rye or sourdough bread
3. Reuben – hot sandwich of corned beef, Swiss cheese, with either Russian or Thousand Island dressing, and sauerkraut grilled between slices of rye bread
4. Tea Sandwiches – finger sandwiches that are small crustless sandwiches that can be consumed in a few bites
5. Wrap Sandwich – a type of sandwich made on a soft flatbread, such as a tortilla or pita, and rolled around filling

Standard 5.0 Identify and practice areas in advanced fish and shellfish preparation

1. Bivalves – having two valves
2. Cephalopods – has a group of muscular arms around the front of the head and these arms are usually equipped with a series of suckers
3. Crustaceans – aquatic arthropod covered with a hard shell or crust, including lobsters, shrimps, crabs, etc.
4. Flat Fish – fish with severely flattened body with eyes on one side such as halibut, flounder, or sole
5. Mollusks – animals without a backbone with a decorative shell such as clams or snails; also octopus and squids
6. Round Fish – ordinary market fish with basically round in cross-sections such as cod, mackerel, sea bass, haddock, mullet, snapper, etc.
7. Univalves – having one shell or valve; also called gastropods

Standard 6.0 Identify and practice areas in advanced candy making preparation

1. Concentrations – liquid with a large amount of solid that has been dissolved
2. Solutions – liquid in which solids have been dissolved

Standard 7.0 Identify and practice areas in advanced preparation of the different types of chocolates

1. Bittersweet – chocolate with 55-73% chocolate solids
2. Cocoa Powder – pure chocolate, bitter in taste
3. Conching – the final step in determining the ultimate flavor and texture of the chocolate
4. Milk Chocolate – 33-43% cocoa solids, sweetest form used in candies
5. Semisweet – 43-54% cocoa solids, medium sweet chocolate used in cooking
6. Sweetened – cocoa powder sweetened with powdered sugar
7. Tempering – manipulating chocolate to be stable at room temperature; also known as tabling
8. Unsweetened – baking chocolate, used in pastries

Standard 8.0 Identify and practice areas in advanced bakery and pastries preparation

1. Ganache – a mix of cream and chocolate, can be used as sauce or base for candy
2. Gelato – Italian ice cream with little or no air churned into mixture
3. Pate a Choux – dough made from paste of flour, milk, and butter and formed into pastries such as puffs or éclairs
4. Sorbets – a water ice made from fruit juice, egg whites, milk, etc

Common Core State Standards Grades 9-12

ELA Speaking and Listening Standards Grades 9-10

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. **SL9-10.1**
 - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. **SL9-10.1a**
 - b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. **SL9-10.1b**
 - c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. **SL9-10.1c**
 - d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. **SL9-10.1d**
2. Integrate multiple sources of information presented in diverse media or format(e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. **SL9-10.2**
3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. **SL9-10.3**
4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. **SL9-10.4**
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. **SL9-10.5**

ELA Speaking and Listening Standards Grades 11-12

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. **SL11-12.1**
 - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. **SL11-12.1a**
 - b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. **SL11-12.1b**

- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. **SL11-12.1c**
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. **SL11-12.1d**
- 2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. **SL11-12.2**
- 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. **SL11-12.3**
- 4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. **SL11-12.4**
- 5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. **SL11-12.5**

ELA Language Grades 9-10

- 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. **L9-10.4**
 - a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. **L9-10.4a**
 - b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). **L9-10.4b**
 - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. **L9-10.4c**
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). **L9-10.4d**
- 6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. **L9-10.6**

ELA Language Grades 11-12

- 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. **L11-12.4**

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. **L11-12.4a**
 - b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). **L11-12.4b**
 - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. **L11-12.4c**
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary) **L11-12.4d**
6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. **L11-12.6**

Reading Standards for Literacy in Science and Technical Subjects Grades 9-10

- 1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. **R9-10.1**
- 2. Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. **R9-10.2**
- 3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. **R9-10.3**
- 4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. **R9-10.4**
- 5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). **R9-10.5**
- 6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. **R9-10.6**
- 7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. **R9-10.7**
- 8. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. **R9-10.8**
- 9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. **R9-10.9**
- 10. By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently. **R9-10.10**

Reading Standards for Literacy in Science and Technical Subjects Grades 11-12

1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. **R11-12.1**
2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. **R11-12.2**
3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. **R11-12.3**
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. **R11-12.4**
5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. **R11-12.5**
6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. **R11-12.6**
7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. **R11-12.7**
8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. **R11-12.8**
9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. **R11-12.9**
10. By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently. **R11-12.10**

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects Grades 9-10

1. Write arguments focused on discipline-specific content. **W9-10.1**
 - a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. **W9-10.1a**
 - b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. **W9-10.1b**
 - c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. **W9-10.1c**
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **W9-10.1d**
 - e. Provide a concluding statement or section that follows from or supports the argument presented. **W9-10.1e**
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. **W9-10.2**
 - a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. **W9-10.2a**
 - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. **W9-10.2b**
 - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. **W9-10.2c**
 - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. **W9-10.2d**
 - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **W9-10.2e**
 - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). **W9-10.2f**
3. Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. **W9-10.3**
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **W9-10.4**
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **W9-10.5**
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. **W9-10.6**

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **W9-10.7**
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. **W9-10.8**
9. Draw evidence from informational texts to support analysis, reflection, and research. **W9-10.9**
10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **W9-10.10**

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects Grades 11-12

1. Write arguments focused on discipline-specific content. **W11-12.1**
 - a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. **W11-12.1a**
 - b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. **W11-12.1b**
 - c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. **W11-12.1c**
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. **W11-12.1d**
 - e. Provide a concluding statement or section that follows from or supports the argument presented. **W11-12.1e**
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. **W11-12.2**
 - a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. **W11-12.2a**
 - b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. **W11-12.2b**
 - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. **W11-12.2c**

- d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. **W11-12.2d**
- e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). **W11-12.2e**
- 3. Write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. **W11-12.3**
- 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **W11-12.4**
- 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **W11-12.5**
- 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. **W11-12.6**
- 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **W11-12.7**
- 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. **W11-12.8**
- 9. Draw evidence from informational texts to support analysis, reflection, and research. **W11-12.9**
- 10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **W11-12.10**

Common Career and Technical Core Standards

Human Services Career Cluster

Human Services Career Cluster Standards (HU)

- 1. Evaluate principles of planning, development, implementation, and evaluation to accomplish long-range goals in human services. **HU1**
- 2. Evaluate the role of the family, community and human services in society and the economy. **HU2**
- 3. Use effective communication with human services clients and their families. **HU3**
- 4. Demonstrate ethical and legal conduct in human services settings. **HU4**
- 5. Evaluate career opportunities in each of the Human Services Career Pathways. **HU5**

6. Explain how human development principles enhance the well-being of individuals and families. **HU6**

Consumer Services Career Pathway (HU-CSM)

1. Summarize necessary credentials, licensures, or state specific requirements to prepare for a career in consumer services. **HU-CSM1**
2. Communicate product or equipment features that meet the needs of clients and consumer. **HU-CSM2**
3. Make consumer services recommendations meeting the needs of clients or customers. **HU-CSM3**
4. Analyze financial/economic situations when making recommendations about consumer services. **HU-CSM4**
5. Use standard business processes or procedures to create consumer service information and facilitate client interactions. **HU-CSM5**
6. Use a variety of methods to educate audiences about consumer services. **HU-CSM6**
7. Demonstrate knowledge of ethical and legal responsibilities associated with providing consumer services. **HU-CSM7**
8. Apply business procedures and utilize equipment and facilities to produce satisfying client outcomes. **HU-CSM8**

Early Childhood Development and Services Career Pathway (HU-EC)

1. Demonstrate communication techniques with children to facilitate ongoing development and enhance learning. **HU-EC1**
2. Communicate effectively with fellow staff members to facilitate child development activities. **HU-EC2**
3. Maintain working knowledge of child development licensing and certification organizations to keep abreast of current procedures and changes. **HU-EC3**
4. Create and maintain relationships between staff and parents/family members to encourage involvement and facilitate child development and learning. **HU-EC4**
5. Evaluate safety and sanitation procedures associated with the early childhood education environment to assure compliance and prevent potential hazards. **HU-EC5**
6. Adhere to ethical and legal responsibilities, laws, and regulations to protect children and families. **HU-EC6**
7. Apply principles of child growth and development, including social, emotional, physical, and cognitive milestones, to provide comprehensive program offerings. **HU-EC7**
8. Evaluate curriculum for inclusiveness of children with special needs. **HU-EC8**

Family and Community Services Career Pathway (HU-FAM)

1. Use formal and informal assessment practices to create and evaluate a prevention and/or treatment plan. **HU-FAM1**
2. Identify community resources to provide family and community services. **HU-FAM2**
3. Communicate effectively to gain support from the client's family and other support groups. **HU-FAM3**
4. Comply with laws and procedures that govern abuse, neglect, confidentiality, and other health and safety situations. **HU-FAM4**
5. Evaluate crisis prevention, intervention, and resolution techniques to formulate emergency plans. **HU-FAM5**

Personal Care Services Career Pathway (HU-PC)

1. Analyze basic principles of biology, chemistry, and human anatomy for safe and effective utilization and selection of personal care products and services. **HU-PC1**
2. Evaluate an individualized personal care plan that reflects client preferences, needs, and interests for a course of treatment/action. **HU-PC2**
3. Utilize data and information to maintain electronic records of client services and make recommendations for personal care services. **HU-PC3**
4. Demonstrate policies and procedures to achieve a safe and healthy environment for personal care services. **HU-PC4**
5. Develop organizational policies, procedures, and regulations to establish personal care organization priorities, to accomplish the mission, and to provide high quality service to a diverse set of clients and families. **HU-PC5**
6. Identify personal care business opportunities enhanced by community involvement, self-improvement, and current trends. **HU-PC6**
7. Apply various methods of obtaining feedback to understand expectations and promote high quality standards. **HU-PC7**

Hospitality & Tourism Career Cluster

Hospitality & Tourism Career Cluster Standards

1. Describe the key components of marketing and promoting hospitality and tourism products and services. **HT1**
2. Evaluate the nature and scope of the Hospitality and Tourism Career Cluster and the role of hospitality and tourism in society and the economy. **HT2**
3. Demonstrate hospitality and tourism customer service skills that meet customers' needs. **HT3**
4. Describe employee rights and responsibilities and employers' obligations concerning occupational health and safety in the hospitality and tourism workplace. **HT4**
5. Identify potential (real and perceived) hazards and emergency situations and determine the appropriate safety and security measures in the hospitality and tourism workplace. **HT5**
6. Describe career opportunities and means to attain those opportunities in each of the Hospitality and Tourism Career Pathways. **HT6**

Lodging Career Pathway (HT-LOD)

1. Use various communication technologies are used to accomplish work tasks in lodging facilities. **HT-LOD1**
2. Explain the role and importance of housekeeping operations to the lodging facilities. **HT-LOD2**
3. Allocate staff positions to meet the needs of various lodging departments. **HT-LOD3**
4. Describe the role and responsibilities of lodging managers. **HT-LOD4**
5. Compare the advantages and disadvantages of independently owned and chain-affiliated lodging facilities. **HT-LOD5**
6. Analyze the departmental interrelationships of a lodging facility. **HT-LOD6**
7. Explain various check-in and check-out procedures used in the lodging industry. **HT-LOD7**

8. Understand reservation procedures used in the lodging industry. **HT-LOD8**
9. Explain how room access policies and procedures ensure guest safety and minimize risks to the lodging facility. **HT-LOD9**
10. Explain how cash control procedures are used in the lodging industry. **HT-LOD10**
11. Explain how guests and property are protected to minimize losses or liabilities in the lodging facility. **HT-LOD11**
12. Explain the basic legal issues in lodging management. **HT-LOD12**

Restaurants and Food and Beverage Services Career Pathway (HT-RFB)

1. Describe ethical and legal responsibilities in food and beverage service facilities. **HT-RFB1**
2. Demonstrate safety and sanitation procedures in food and beverage facilities. **HT-RFB2**
3. Use information from cultural and geographical studies to guide customer service decisions in food and beverage service facilities. **HT-RFB3**
4. Demonstrate leadership qualities and collaboration with others. **HT-RFB4**
5. Research costs, pricing, market demands and marketing strategies to manage profitability in food and beverage service facilities. **HT-RFB5**
6. Explain the benefits of the use of computerized systems to manage food service operations and guest service. **HT-RFB6**
7. Utilize technical resources for food services and beverage operations to update or enhance present practice. **HT-RFB7**
8. Implement standard operating procedures related to food and beverage production and guest service. **HT-RFB8**
9. Describe career opportunities and qualifications in the restaurant and food service industry. **HT-RFB9**
10. Apply listening, reading and writing, and speaking skills to enhance operations and customer service in food and beverage service facilities. **HT-RFB10**

Education and Training Career Cluster

Education and Training Career Cluster Standards (ED)

1. Apply communication skills with students, parents, and other groups to enhance learning and a commitment to learning. **ED1**
2. Demonstrate effective oral, written, and multimedia communication in multiple formats and contexts. **ED2**
3. Use critical thinking to process educational communications, perspectives, policies, and/or procedures. **ED3**
4. Evaluate and manage risks to safety, health, and the environment in education and training settings. **ED4**
5. Demonstrate group collaboration skills to enhance professional education and training practice. **ED5**
6. Analyze ethical and legal policies of professional education and training settings. **ED6**
7. Explain legal rights that apply to individuals and practitioners within education and training settings. **ED7**
8. Demonstrate ethical and legal behavior within and outside education and training settings. **ED8**
9. Describe state-specific professional development requirements to maintain employment and to advance in an education and training career. **ED9**
10. Apply organizational skills and logic to enhance professional education and training practice. **ED10**
11. Demonstrate group management skills that enhance professional education and training practice. **ED11**

Teaching and Training Career Pathway (ED-TT)

1. Use foundational knowledge of subject matter to plan and prepare effective instruction and design courses or programs. **ED-TT1**
2. Employ knowledge of learning and developmental theory to describe individual learners. **ED-TT2**
3. Use content knowledge and skills of instruction to develop standards-based goals and assessments. **ED-TT3**
4. Identify materials and resources needed to support instructional plans. **ED-TT4**
5. Establish a positive climate to promote learning. **TT5**
6. Identify motivational, social, and psychological effective practices that guide personal conduct. **ED-TT6**
7. Demonstrate organizational and relationship building skills used to manage instructional activities and related procedures. **ED-TT7**
8. Demonstrate flexibility and adaptability in instructional planning. **ED-TT8**
9. Utilize assessment and evaluation tools and data to advance learner achievement and adjust learning plans. **ED-TT9**
10. Evaluate teaching and training performance indicators to determine and improve effectiveness of instructional practices and needed professional development. **ED-TT10**
11. Implement strategies to maintain relationships with others to increase support for the organization. **ED-TT11**

Common Career and Technical Core Career Ready Practices (CCTC CRP)

- | | |
|--|---|
| 1. Act as a responsible and contributing citizen and employee. CRP1 | 8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP8 |
| 2. Apply appropriate academic and technical skills. CRP2 | 9. Model integrity, ethical leadership, and effective management. CRP9 |
| 3. Attend to personal health and financial well-being. CRP3 | 10. Plan education and career path aligned to personal goals. CRP10 |
| 4. Communicate clearly, effectively, and with reason. CRP4 | 11. Use technology to enhance productivity. CRP11 |
| 5. Consider the environmental, social and economic impacts of decisions. CRP5 | 12. Work productively in teams while using cultural/global competence. CRP12 |
| 6. Demonstrate creativity and innovation. CRP6 | |
| 7. Employ valid and reliable research strategies. CRP7 | |

National Standards for Family and Consumer Sciences

Career, Community and Family Connections

1. Integrate multiple life roles and responsibilities in family, work, and community settings. **CCFC1**
 - 1.1 Analyze strategies to manage multiple roles and responsibilities (individual, family, career, community, and global). **CCFC1.1**
 - 1.2 Demonstrate transferable and employability skills in school, community and workplace settings. **CCFC1.2**
 - 1.3 Evaluate the reciprocal effects of individual and family participation in community activities. **CCFC1.3**

Consumer and Family Resources

2. Evaluate management practices related to the human, economic, and environmental resources. **CFR2**
 - 2.1 Demonstrate management of individual and family resources such as food, clothing, shelter, health care, recreation, transportation, time, and human capital. **CFR2.1**
 - 2.2 Analyze the relationship of the environment to family and consumer resources. **CFR2.2**
 - 2.3 Analyze policies that support consumer rights and responsibilities. **CFR2.3**
 - 2.4 Evaluate the effects of technology on individual and family resources. **CFR2.4**
 - 2.5 Analyze relationships between the economic system and consumer actions. **CFR2.5**
 - 2.6 Demonstrate management of financial resources to meet the goals of individuals and families across the life span. **CFR2.6**

Consumer Services

3. Integrate knowledge, skills, and practices needed for a career in consumer services. **CS3**
 - 3.1 Analyze career paths within consumer service industries. **CS3.1**
 - 3.2 Analyze factors that affect consumer advocacy. **CS3.2**
 - 3.3 Analyze factors in developing a long-term financial management plan. **CS3.3**
 - 3.4 Analyze resource consumption for conservation and waste management practices. **CS3.4**
 - 3.5 Demonstrate skills needed for product development, testing, and presentation. **CS3.5**

Education and Early Childhood

4. Integrate knowledge, skills, and practices required for careers in early childhood, education, and services. **EEC4**
 - 4.1 Analyze career paths within early childhood, education, and related services. **EEC4.1**
 - 4.2 Analyze developmentally appropriate practices to plan for early childhood, education, and services. **EEC4.2**
 - 4.3 Demonstrate integration of curriculum and instruction to meet children's developmental needs and interests. **EEC4.3**
 - 4.4 Demonstrate a safe and healthy learning environment for children. **EEC4.4**
 - 4.5 Demonstrate techniques for positive collaborative relationships with children. **EEC4.5**
 - 4.6 Demonstrate professional practices and standards related to working with children. **EEC4.6**

Facilities Management and Maintenance

- 5. Integrate knowledge, skills, and practices required for careers in facilities management and maintenance. **FMM5**
 - 5.1 Analyze career paths within the facilities management and maintenance areas. **FMM5.1**
 - 5.2 Demonstrate planning, organizing, and maintaining an efficient housekeeping operation for residential or commercial facilities. **FMM5.2**
 - 5.3 Demonstrate sanitation procedures for a clean and safe environment. **FMM5.3**
 - 5.4 Apply hazardous materials and waste management procedures. **FMM5.4**
 - 5.5 Demonstrate a work environment that provides safety and security. **FMM5.5**
 - 5.6 Demonstrate laundering processes aligned with industry standards and regulations. **FMM5.6**
 - 5.7 Demonstrate facilities management functions. **FMM5.7**

Family

- 6. Evaluate the significance of family and its effects on the well-being of individuals and society. **F6**
 - 6.1 Analyze the effects of family as a system on individuals and society. **F6.1**
 - 6.2 Evaluate the effects of diverse perspectives, needs, and characteristics of individual and families. **F6.2**

Family and Community Services

- 7. Synthesize knowledge, skills, and practices required for careers in family & community services. **FCS7**
 - 7.1 Analyze career paths within family and community services. **FCS7.1**
 - 7.2 Analyze factors relating to providing family and community services. **FCS7.2**
 - 7.3 Demonstrate professional behaviors, skills, and knowledge in providing family and community services. **FCS7.3**
 - 7.4 Evaluate conditions affecting individuals and families with a variety of disadvantaging conditions. **FCS7.4**
 - 7.5 Evaluate services for individuals and families with a variety of disadvantaging conditions. **FCS7.5**

Food Production and Services

- 8. Integrate knowledge, skills, and practices required for careers in food production and services. **FPS8**
 - 8.1 Analyze career paths within the food production and food services industries. **FPS8.1**
 - 8.2 Demonstrate food safety and sanitation procedures. **FPS8.2**

Food Science, Dietetics, and Nutrition

- 9. Integrate knowledge, skills, practices required for careers in food science, food technology, dietetics, and nutrition. **FSDN9**
 - 9.1 Analyze career paths within food science, food technology, dietetics, and nutrition industries. **FSDN9.1**
 - 9.2 Apply risk management procedures to food safety, food testing, and sanitation. **FSDN9.2**
 - 9.3 Evaluate nutrition principles, food plans, preparation techniques and specialized dietary plans. **FSDN9.3**
 - 9.4 Apply basic concepts of nutrition and nutritional therapy in a variety of settings. **FSDN9.4**
 - 9.5 Demonstrate use of current technology in food product development and marketing. **FSDN9.5**
 - 9.6 Demonstrate food science, dietetics, and nutrition management principles and practices. **FSDN9.6**

Hospitality, Tourism, and Recreation

- 10. Synthesize knowledge, skills and practices required for careers in hospitality, tourism, and recreation. **HTR10**
 - 10.1 Analyze career paths within the hospitality, tourism and recreation industries. **HTR10.1**
 - 10.2 Demonstrate procedures applied to safety, security, and environmental issues. **HTR10.2**
 - 10.3 Apply concepts of quality service to assure customer satisfaction. **HTR10.3**
 - 10.4 Demonstrate practices and skills involved in lodging occupations. **HTR10.4**
 - 10.5 Demonstrate practices and skills for travel related services. **HTR10.5**
 - 10.6 Demonstrate management of recreation, leisure, and other programs and events. **HTR10.6**

Housing and Interior Design

- 11. Integrate knowledge, skills, and practices required for careers in housing and interior design. **HID11**
 - 11.1 Analyze career paths within the housing, interior design, and furnishings industries. **HID11.1**
 - 11.2 Evaluate housing and design concepts and theories, including green design, in relation to available resources and options. **HID11.2**
 - 11.3 Apply housing and interior design knowledge, skills and processes to meet specific design needs. **HID11.3**
 - 11.4 Demonstrate design, construction document reading, and space planning skills required for the housing, interior design and furnishings industries. **HID11.4**
 - 11.5 Analyze design and development of architecture, interiors, and furnishings through the ages. **HID11.5**
 - 11.6 Evaluate client's needs, goals, and resources in creating design plans for housing and residential and commercial interiors. **HID11.6**
 - 11.7 Apply design knowledge, skills, processes, and theories and oral, written, and visual presentation skills to communicate design ideas. **HID11.7**
 - 11.8 Analyze professional practices, procedures for business profitability and career success, and the role of ethics in the housing, interiors and furnishings industries. **HID11.8**
 - 11.9 Develop a global view to weigh design decisions with the parameters of ecological, socioeconomic, and cultural contexts within the housing, interior design, and furnishings industries. **HID11.9**

Human Development

- 12. Analyze factors that influence human growth and development. **HD12**
 - 12.1 Analyze principles of human growth and development across the life span. **HD12.1**
 - 12.2 Analyze conditions that influence human growth and development. **HD12.2**
 - 12.3 Analyze strategies that promote growth and development across the life span. **HD12.3**

Interpersonal Relationships

- 13. Demonstrate respectful and caring relationships in the family, workplace and community. **IR13**
 - 13.1 Analyze functions and expectations of various types of relationships. **IR13.1**
 - 13.2 Analyze personal needs and characteristics and their effects on interpersonal relationships. **IR13.2**
 - 13.3 Demonstrate communication skills that contribute to positive relationships. **IR13.3**

- 13.4 Evaluate effective conflict prevention and management techniques. **IR13.4**
- 13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community. **IR13.5**
- 13.6 Demonstrate standards that guide behavior in interpersonal relationships. **IR13.6**

Nutrition and Wellness

- 14. Demonstrate nutrition and wellness practices that enhance individual and family well-being. **NW14**
 - 14.1 Analyze factors that influence nutrition and wellness practices across the life span. **NW14.1**
 - 14.2 Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span. **NW14.2**
 - 14.3 Demonstrate ability to acquire, handle, and use foods to meet nutrition and wellness needs of individuals and families across the life span. **NW14.3**
 - 14.4 Evaluate factors that affect food safety from production through consumption. **NW14.4**
 - 14.5 Evaluate the influence of science and technology on food composition, safety, and other issues. **NW14.5**

Parenting

- 15. Evaluate the effects of parenting roles and responsibilities on strengthening the well-being of individuals and families. **P15**
 - 15.1 Analyze roles and responsibilities of parenting. **P15.1**
 - 15.2 Evaluate parenting practices that maximize human growth and development. **P15.2**
 - 15.3 Evaluate external support systems that provide services for parents. **P15.3**
 - 15.4 Analyze physical and emotional factors related to beginning the parenting process. **P15.4**

Textiles, Fashion, and Apparel

- 16. Integrate knowledge, skills, and practices required for careers in textiles and apparels. **TFA16**
 - 16.1 Analyze career paths within textile apparel and design industries. **TFA16.1**
 - 16.2 Evaluate fiber and textile products and materials. **TFA16.2**
 - 16.3 Demonstrate fashion, apparel, and textile design skills. **TFA16.3**
 - 16.4 Demonstrate skills needed to produce, alter, or repair fashion, apparel, and textile products. **TFA16.4**
 - 16.5 Evaluate elements of textile, apparel, and fashion merchandising. **TFA16.5**
 - 16.6 Evaluate the components of customer service. **TFA16.6**
 - 16.7 Demonstrate general operational procedures required for business profitability and career success. **TFA16.7**

